

## Behaviour for Learning Policy

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## Introduction

Longdendale High School holds the behaviour and attitudes of our learners in the highest of importance. The culture of our school is one of positive optimism and we expect the Longdendale community to share these values. Effective behaviour for learning allows for the highest levels of progress to be made and this, in turn, increases the future life chances of our learners. We want all who learn here to leave understanding that their positive behaviour and attitudes will enhance their lives.

This policy details the expectations the school has for our learners and it is written to ensure that all our partners (learners, parents/carers, colleagues and the wider community) understand our guiding principles.

We are proud to be an inclusive, comprehensive school – our Behaviour For Learning policy supports us in this endeavour. Behaviour choices may have complex, multi-faceted causes and we are committed to working with families to ensure these are investigated and addressed.

The responsibility for behaviour choices rests with the learner. They are responsible for their actions and consequences will result from these. Rewards for positive behaviour and attitude choices and sanctions for poor behaviour and attitude choices. Learners, school staff and parents/carers will work in partnership to ensure that learning is not disrupted by poor behaviour.

## Rewards

Rewards and celebrating success is important part of life within Longdendale High school with learners' success both within and outside the classroom is rewarded. Rewarding learners makes them feel valued, builds confidence and pride and motivates them to achieve. In addition, rewarding good behaviour enables learners to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community.

Learners' achievement, effort and behaviour will be recognised and celebrated in the following ways:

- Praise and encouragement.
- Achievement points.
- Postcards home.
- Certificates & badges
- Attendance Awards.
- Celebration Assemblies.
- Award Ceremonies.
- Reward trips.

We understand the importance of recognising, praising and rewarding our learners in a way that is meaningful to them. We will ensure that, regardless of ability and age all learners across the school will be able to benefit from the rewards process. We follow a positive behaviour policy and therefore learners can earn achievement points. Each lesson, learners can earn up to 5 achievement points with an additional

five awarded each day by the form tutor for turning up on time, in full uniform and fully equipped.

Achievement points are recorded as a running total on PARS and are shared weekly during tutor time. Parents and carers may also view the running total for their child via Insight.

Rewarding good behaviour enables learners to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community.

Learners are rewarded through achievement points and awards/badges as follows:

Achievement Points	How to boost your balance
<b>1</b>	<ul style="list-style-type: none"> <li>✓ Excellent contribution to class discussion</li> <li>✓ Trying a new task independently</li> <li>✓ Excellent effort in a lesson</li> <li>✓ Helping another learner</li> <li>✓ Acts of respect/kindness to others</li> <li>✓ Picking up litter</li> <li>✓ Helping a visitor</li> <li>✓ Excellent collaboration or teamwork</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>✓ Equipped for the week (High 5)</li> <li>✓ 100% attendance for the week</li> <li>✓ 100% punctuality for the week</li> <li>✓ Full, correct uniform</li> </ul>
<b>25</b>	<ul style="list-style-type: none"> <li>✓ Assisting with open evenings/school events</li> <li>✓ Contribution to the local community</li> <li>✓ Voluntary work</li> <li>✓ Excellent contribution to sports events, musical events, shows or performances.</li> <li>✓ Mentoring of younger learners</li> <li>✓ Participating fully in remote learning for all subjects.</li> <li>✓ Earning a Reward Postcard from a Head of Department or Senior Leader</li> <li>✓ Earning a Curriculum/Literacy/Attendance/Achievement/Pledge Badge</li> <li>✓ Earning a Form Tutor/Learning Leader Award</li> </ul>
<b>50</b>	<ul style="list-style-type: none"> <li>✓ Outstanding contribution to the school/local community</li> <li>✓ Head Teacher Award Badge</li> <li>✓ Remote Learning Champion Award</li> </ul>

The school's values are a key element in securing success both at school and in future life. In order to ensure these values are reinforced, when a learner displays the values they should receive a reward and be congratulated for taking an interest in their own improvement.

Each half term celebration assemblies are held for each year group to celebrate achievements and significant improvements for individuals and groups of learners. At Christmas and Easter, the celebration takes place as a whole school assembly.

Learners' individual achievement point balances are celebrated with the following rewards:

Achievement Point Thresholds	Reward
Highest boy & girl	Head Teacher Platinum Badge
500	Gold Badge
350	Silver Badge
200	Bronze Badge
100	Learning Leader Award
50	Form Tutor Award

Learners may also choose to spend their reward points by exchanging them for small prizes at the school reward shop. These include stationery items, books and vouchers.

Every September will be a fresh start (points will be reset at zero and learners will work towards certificates and badges for that school year). There will be further recognition in Year 11 for those students who have accumulated badges, at least up to the gold threshold, in each of their five years at school.

#### Badges:

Reward	Badge
<b>Executive Headteacher Award</b> – Termly	<b>Stamford Park Badge</b> Awarded to any learner who achieves all six competency badges in an academic year.
<b>Headteacher Award</b> – Weekly Nominated by staff for outstanding contributions to school / within a subject area / in the community.	<b>Core Value / Competency Badge</b> (A/S/P/I/R/E)
<b>Curriculum Award</b> – Half termly Nominated by departments for academic excellence or most improved in a subject area including literacy.	<b>Subject Badge</b> (most improved and academic excellence)
<b>Attendance</b> – Half termly Based on attendance per term.	<b>Attendance Badge</b> (Bronze/Silver/Gold)

<b>Pledges Y7/8/9 – End of Academic Year</b> Based on the criteria set for each pledge annually.	<b>Pledge Certificate</b> (Bronze/Silver/Gold)
<b>Student Leadership – Year 11</b> Based on role within Student Leadership body.	<b>Named Badges</b> (outlining role)
<b>Anti-Bullying Ambassadors / Smile Team</b> (on appointment to role) Based on role within the Anti-Bullying team.	<b>Smile Team Badge</b> <b>Anti Bullying Ambassador Badge</b> <b>Diana Award Badge</b> (upon completion of training)

## Attendance & Punctuality

The highest levels of attendance ensure academic attainment. It is for this reason that we encourage all learners to strive for 100% attendance. In order to achieve this we will celebrate and reward 100% attendance each week with five reward points. Attendance is discussed in more detail in the Attendance Policy. Learners who, during the course of a half-term, have 100% attendance will receive an attendance certificate in recognition of this achievement.

Should a learner arrive late to school without good reason they will be issued with a C2 15 minute same day detention. Should a learner persistently arrive at school late this sanction will be increased to a C3 30-minute detention. Late C2 detentions will be sat at the same time as C3 detentions.

## Smart Start – Smart Depart

At the start of each classroom lesson, learners will be welcomed by their teacher at the door. At this point learners will prepare themselves for the lesson by retrieving their equipment from their bag and placing it on the table in front of them. Learners will then complete the *Do now* activity whilst the teacher completes the register. At the end of the lesson, learners will be instructed to pack their equipment away, tidy their work area and stand behind their chairs. The teacher will dismiss the learners a few at a time and they will leave the room in an orderly manner.

## Equipment

In order for a learner to have successful lessons they must ensure that they carry their full equipment with them to school and all lessons. The basic expectations for equipment that all learners should carry is listed below:

- Pen
- Pencil
- Ruler
- Planner
- Scientific calculator

Learners are also expected to bring something to read (book, magazine, etc.) with them every day.

## Sanctions

In the event that a learner makes poor choices in respect of their behaviour or attitude sanctions will be applied. The staff member will take into account the behaviour and context of the behaviour when applying sanctions. Whilst the formal sanction process listed below will usually follow the staff member's use of measures to refocus and reengage the learner, there will be times when serious behaviour requires earlier stages to be bypassed. The Form Tutor and Learning Leader is central to a child's educational experience at Longdendale, they will ensure close contact is maintained between home and school in respect of lower level behaviour incidents. Should a learner accumulate a number of sanctions the school may decide to incorporate these into one or more higher level sanctions.

At the initial stages of lower level poor behaviour, the staff member will use strategies to refocus and redirect the learner to make the right behaviour choices.

- C1**      Receiving a C1 tells a learner that their behaviour or attitude is unacceptable and that they have failed to make improvements despite the staff member's interventions. This may be recorded on the board at the front of the classroom, it will not be recorded on the learner's behaviour register.
  
- C2**      Further poor choices will result in the learner being issued with a C2. This may be recorded on the board and will be recorded on the learner's behaviour register via PARS. A learner who receives a C2 before 2:00PM will serve a same day 15 minute teacher detention at a time chosen by the issuing teacher – this may be during morning or lunch breaks or after school. Those recorded after 2:00PM will be served on the following day.
  
- C3**      If the learner does not demonstrate improvement in their behaviour this sanction will be applied – the C2 will be escalated to a C3. A 30 minute detention will be issued which will be served the same day which will be recorded on the learner's behaviour register. The classroom teacher will ask for the learner to be removed from the lesson. If a learner is removed from a lesson twice in a day the learner will remain in the removal room for the remainder of that day and the following day.
  
- C4**      This sanction is reserved for more serious incidents or the persistent failure to meet the school's core values and expectations. These incidents will likely result in a period of internal exclusion, a fixed term exclusion or a permanent exclusion.

Learners who receive three or more behaviour incidents in a week will be placed on report to their form tutor for a minimum period of two weeks. If improvement is not made the learner will be placed on report to their Learning Leader for a further two weeks.

Whilst many behaviours may be challenged by the teacher first refocussing the learner to the desired actions and then commencing the C System above, there will be occasions when more serious behaviour will be immediately escalated to a higher point without starting from a C1.

At the end of the lesson or, in the case of double periods two lessons, the grade a learner reaches on the C system is reset. Each lesson is intended to be a fresh start.

Learners who fail to attend a detention or whose behaviour is not appropriate during the detention will automatically be escalated to the next level of detention, this will be served on the day following the failed detention.

**Once a sanction has been issued it cannot be “earned back” by positive behaviour choices, it will be recorded as appropriate and any sanction will be served.**

It may be appropriate to modify how the duration of a sanction is spent. This may include an appropriate social sanction such as litter picking, cleaning up a mess they have made or repairing damage they were responsible for. If there is a cost associated with damage the school may request a contribution from parents/carers even if the damage was accidental.

If a learner is late to school or a lesson they will be issued with a same day C2 detention. Should they not attend or leave a lesson without permission they will be receive an after school C3 detention. If a learner truants an entire day they will be placed in reflect for a day.

The school is proud to play a key role in the community, as such we may issue sanctions that occur out of school; on the journey to and from school; during holidays and whilst on school trips.

There are times when the school will consider it appropriate to remove a learner from circulation during lessons and/or social times and place them in isolation. Some reasons for this measure include:

- To allow for the full investigation of a serious incident
- Whilst waiting to be collected by a parent/carer following a fixed term exclusion
- In place of a sanction or as a sanction
- For failing to follow a school policy such as uniform, Covid Secure measures, etc.
- Following disrespectful behaviour.

A learner may be withdrawn into the Internal Isolation room, Aspire Centre or elsewhere. The location will be determined by the school. Whilst out of circulation learners will be expected to complete work set by the supervising member of staff.

## Uniform

The school has a clearly defined and communicated Uniform Policy. We expect that all learners will wear their uniform fully and with pride. The Uniform Policy also details the limited jewellery that learners are permitted to wear.

Should a learner not wear the required uniform in the required manner the school will take the following actions:

- seek an immediate resolution if possible, we hold a small stock of uniform that we can lend to learners in a Covid secure way
- allow the learner to return home to correct their uniform following parental approval being sought
- if a resolution is not reached the learner may be isolated in school for that day
- we expect learners to wear their uniform and behave in an appropriate manner on their journey to and from school.

## Prohibited Items, Searching and Confiscation

The safety of our community is of the highest priority to the school. The school has the authority to search for prohibited items without consent if we have reasonable grounds to suspect that a learner may be in possession of them. While we always seek to deescalate challenging situations by using dialogue, the school staff also have the authority to use reasonable force in order to control or restrain learners.

The following list (which is not exhaustive) lists some of the items that are prohibited:

- fireworks
- drugs
- alcohol
- stolen items
- bladed articles
- tobacco and related items
- e-cigarettes and related items
- weapons or items that may be used as weapons
- pornographic images
- aerosols of any kind
- energy drinks
- any item that may be/has been used to commit an offence, cause damage or injury to person or property.

Confiscated prohibited items will not be returned to the learner, they may be passed to the police to form part of their investigation or for their disposal. Further details about the searching and confiscation of children in school may be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

The school operates a strict no-smoking policy across the entire site, learners may also be sanctioned for smoking on their way to and from the school site and at all times when wearing school uniform or on external visits. This includes the use of e-cigarettes. Learners who, for the first time, transgress this will receive a whole school detention for an hour and parents/carers will be informed. Sanctions will be escalated for further occasions of smoking and parents/carers will be invited into the school to discuss their child's behaviour. Smoking cessation advice may be offered, this is a confidential service and children who are considered competent to make decisions about their medical care may access this without the service informing parents.

## Mobile Phones

Mobile phones have become a part of many of our lives and the school seeks to ensure that responsible usage habits are encouraged. Mobile devices are a distraction to learning and it is for this reason that they must be switched off whilst in lessons and corridors. Mobile phones and headphones may only be used in the dining rooms and outside of school buildings at lunch and designated break times. If a mobile phone or headphones are seen or heard outside of the provisions detailed a C3 whole school detention of 30 minutes will be issued to the learner.

Whilst the routine confiscation of mobile technology is not usually undertaken the school reserves the right to do so and to request that a parent or carer collects the item from the school. The school may confiscate mobile technology or other items if it forms part of a safeguarding concern. It may not be appropriate to return the item(s) until a discussion with the police has taken place. Staff are not responsible for the loss or damage of any confiscated items.

## Aerosols

The sensible use of aerosols for many people poses little risk to them or their health, however for others they can pose a serious risk and threat to their ability to breathe. In line with the advice from Asthma UK, Longdendale is an aerosol free zone.

Due to the serious nature of the risk posed the school will issue appropriate sanctions to any learner who discharges an aerosol whilst on the school site or on their journey to or from school. This is likely to be at least at the C3 level.

Learners who bring aerosols or perfumes to school should expect to have them confiscated and the school will dispose of them. It is likely that a sanction at the C2 level will be issued on the first occasion.

## Serious Incidents

It is impossible to provide a comprehensive list all serious incidents but the following list serves as an indication of the types of incidents that are considered by the school to be serious:

- physical assault against a learner including fighting
- physical assault against an adult
- verbal abuse and threatening behaviour against a learner

- verbal abuse and threatening behaviour against an adult
- instigating violence by involving other people, not necessarily from our school community
- carrying/use of fireworks
- bullying
- racist abuse
- homophobic abuse
- sexual misconduct
- theft both in or out of school
- the handling of stolen items
- damaging property
- serious challenges to authority
- persistent disruption of learning
- serious breaches of the ICT code of conduct
- exclusion
- drug and alcohol related incidents – this may include the use of a legal substance
- possession of a weapon, including replica/training weapons
- misuse of medication
- misuse of aerosols
- misuse of electronic equipment
- making malicious allegations against a member of staff
- inciting others to break the school rules
- inciting others to commit a violent act
- behaviour that endangers themselves or others
- behaviour which brings the school into disrepute and/or damages the reputation of the school, even if this behaviour occurs outside of school time/premises
- behaviour that causes great anxiety or upset to others (even if this was intended as a joke) the recording/filming any of the above incidents taking
- dealing with drugs at school will result in a permanent exclusion
- repeated use of drugs or alcohol may result in a permanent exclusion
- deliberate misuse of the fire alarm may result in a permanent exclusion.

Serious incidents will be fully investigated and they may result in the most serious of sanctions including a fixed term or permanent exclusion. Incidents in schools are required to pass the civil standard of proof of being more likely than not to have occurred and/or be committed by a given learner. The above, non-exhaustive, list of behaviours may result in a report being made to the police.

The Headteacher or other any other staff member deputising for the Headteacher may choose to investigate any incident that occurs outside of school hours or premises should they consider that it may have an impact in the safe and effective operation of the school or its community or damage the reputation of the school.

## Exclusions

Exclusions are the most serious sanctions a school can apply for a learner's poor behaviour. At Longdendale they may take one of three forms:

- Internal – Served within the school.
- Fixed Term – Served at home for a period of time.
- Permanent – The learner no longer attends the school.

**Internal Exclusions** – These are served in the school. Learners who are serving a full day will arrive at school at 9:15AM and are separated from the general school populations until they finish at 3:30PM. Learners are required to sit in silence and complete the work that is assigned to them. If required lunch will be collected from the dining room for the learner to eat in the isolation room.

**Fixed Term Exclusions (FTE)** – These may be for a half-day, single day, a number of days or a lunchtime or number of lunchtimes. In the event of a serious incident requiring the learner to be given a FTE the school will call a parent/carer on the day the decision is made. We will explain the reason for the exclusion and the durations. A letter will follow this discussion which will detail:

- The duration of the exclusion
- The reason for the exclusion
- Your duty to ensure that your child is not present in a public place during the school day whilst excluded
- The arrangements for any reintegration meeting
- Your right to appeal the exclusion.

## Alternative Provision

There are infrequent occasions when it may be appropriate for the school to seek an alternative provision better suited to the needs of the child. This provision may be full-time or part-time, for a fixed period or until the child reaches the end of year 11. All such provisions must be agreed by the school, the provider and the parents/carers.

**Managed Move** – Sometimes, and at its own discretion, the school may offer managed move. This can only be undertaken with the consent of the parents/carers. A managed move is an agreement between Longdendale and another secondary school. It allows the child to attend an alternative school for a period of 8 – 12 weeks as a trial. If the new school considers that the move has been successful they will move to the new school's roll on a permanent basis. If the trial fails the child will return to Longdendale. A managed move may be used at our discretion for a number of reasons including: persistent poor behaviour, following a serious incident or to resolve poor attendance. There is no guarantee that an alternative school will be in a position to offer a managed move.

**Permanent Exclusion** – The Headteacher will permanently exclude a learner only as a last resort. A permanent exclusion may follow a single, very serious incident or persistent poor behaviour choices. In the case of persistently poor behaviour choices the school will support the child with achieving an improvement. The school will seek

to ascertain if there are any undiagnosed and therefore unmet needs that may be contributing to the poor behaviour.

In the event of a child perceiving a permanent exclusion there are a number of points that parents and carers should be aware of:

- the governing body is required to review the Headteacher's decision, you will be invited to attend part of this meeting in order to present your views of the exclusion
- should the exclusion be upheld by the governing body you may appeal to an independent panel which will be arranged by the local authority
- we will explain how you may instigate the appeal in a letter that will be sent to you following the governing body's approval
- it is the responsibility of the local authority to provide the child with a full-time education from the sixth school day following the permanent exclusion.

## Escalation of Support

The school will respond to persistent behaviour by stepping up the support offered to the child.

### Report

Following three instances of poor behaviour in a week, your child will be placed on report to their form tutor. This will initially last for two weeks but may be extended to four weeks. This may be escalated to Learning Leader report. Families will be communicated with when this is instigated and at its conclusion. Should the required improvement in behaviour not be demonstrated they may be escalated to an Individual Behaviour Plan.

### Individual Behaviour Plan

An IBP formally brings together all the challenges for the learner and support available from the school into a document. This is undertaken by the Learning Leader in conjunction with the senior link, parents/carers and the child will be involved in the creation of the IBP. The IBP lasts for 12 weeks will be formally reviewed every four weeks. If the child's behaviour improves they will be stepped back to report level.

### Pastoral Support Plan

Should the required improvement not be achieved by the above methods your child may be placed on a PSP which will be overseen by a senior member of staff at the school. At this stage the school considers that your child may be at risk of permanent exclusion from the school. Additional measures that may be considered at this stage include: reintegration timetable, managed move, a school governors panel and additional support from both within or outside the school. The PSP lasts for 12 weeks will be formally reviewed every four weeks. If the child's behaviour improves they may be stepped back to IBP or report level. Families will be communicated with throughout.

The school are proud to have formed strong partnerships with many of the local services to assist young people and their development. Many of these offer practical

support to young people and their families to overcome challenges. Where a need is identified the school will seek to make a referral to an appropriate partner organisation. It should be noted that there are occasions where a young person has the right to access assistance without the knowledge or consent of parents/carers.

## Reasonable Adjustments

The school is aware of its obligations under The Equality Act and are sensitive to the needs of learners who have diagnosed SEND. Consultation may be made with the SENDCO in order to ascertain the need for reasonable adjustments to be made to any applied sanction. Any breach of the Behaviour Policy that is made as a result of a child's poor mental health may result in the school insisting that a medical fit note be provided confirming that the child's attendance at school is appropriate. Appropriate professionals who can provide this fit note include CAMHS workers, mental health practitioners or the learner's General Practitioner.

## Context

This policy should be read in conjunction with the following school/trust policies including:

- The Attendance Policy
- The Anti-Bullying Policy
- The Wellbeing Policy
- The Child Protection & Safeguarding Policy
- The Teaching and Learning Policy
- The ICT Policy and AUP
- The Home School Agreement
- Physical Restraint and use of Reasonable Force Policy
- External Visits Policy